DOCUMENT RESUME

ED 175 225 EC 120 260

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TITLE It's Time to Put Gifted-Talented Into Oklahoma Education. Vote Yes on Gifted-Talented Bills. Updated Version.
INSTITUTION Guthrie Independent School District 1, Okla.
PUB DATE [79]
NOTE 28p.; Best Available Copy

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Needs; *Gifted; Political Influences; Program Development; *State Programs; *Talented Students

ABSTRACT

The handbook, originally designed to portray the educational needs of gifted and talented children in Oklahoma, is explained to be aimed towards other states seeking funding for this population. After a narrative section considering gifted characteristics and the importance of providing appropriate education to gifted and talented students, the handbook lists goals, objectives and activities for legislatures, state coordinators, universities, governors, and local education agencies for program development. Tips on communicating with individual legislators conclude the handbook. (CL)

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It's time to Put

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Gifted-Talented

EC 120 260

Into Oklahoma Education

Vote Yes on Gifted-Talented Bills

ACKNOWLEDGEMENT

I wish to acknowledge and extend my appreciation to the Oklahoma Common Education Committee for their expressed concern of education for the gifted/talented youth in Oklahoma.

A special thanks must be extended to the then governor of our state, the Honorable David L. Boren, who stated:

> "We in Oklahoma are headed in a new direction. . . . . we are striving to become a model of excellence for the nation. Our hope lies in individuals ans group like yours (Oklahomans for Gifted/Talented). I applaud your efforts to tap the resources of the many gifted/talented children in our state."

My sincere appreciation is extended to Senator James S. Howell, Chairman of the Senate Education Committee for his response to presentation of this bulletin.

> "I appreciate very much the research and presentation of this information by Zela Arnett at the senate hearing in which we discussed education for gifted/talented in Oklahoma and the support of the organization 'Oklahomans for Gifted/Talented' which was founded by Mrs. Arnett."

It would be impossible to mention all persons who have directly inspired my continued effort to encourage education for these neglected children, but I was especially fortunate to be assisted by these dedicated people , for their generous cooperation.

Norene Peoples
Ann Keer
Molly Griffith
Patricia Ringrose
Bill Wagoner,
Superintendent of
Guthrie Schools

Reverend Cecil Bolding
Dr. Fay Catlett
Central State University
Donna Crosslin
Dick Sutherland, First Chairman
of the organization and other
charter members.

INTRODUCTION

The first edition of this handbook was hurriedly written by request from the chairman of the common education committee of the Oklahoma Senate for information on the educational needs of Gifted/Talented children, after Senate Bill 486 had been drafted.

Dr. Leslie Fisher, State Department of Education Superintendent commended Oklahomans for Gifted/Talented by stating:

> "Members of your organization are to be commended for the interest they are showing in the improvement of educational opportunities for the Gifted/Talented boys and girls in Oklahoma. The State Department of Education shares your concern and are moving rapidly toward development of a program, all Oklahomans can be proud of, including a comprehensive state plan. . . . . I want you to know I have a strong interest in the Gifted/Talented Students."

He has demonstrated his dedication to this group by including Gifted/Talented Education as a line item each year. Parent members of Oklahomans for Gifted/Talented lobbied for the bill consistentiy until it passed. One purpose of this handbook was to briefly relay information about the extensive needs of gifted/talented children in Oklahoma. Another purpose was to emphasize how and why a differentiated curriculum must be provided for these children.

The third purpose of this handbook was to relay that the concept of giftedness varies from school district to school district and between individuals in a single system. Also as the late Dr. Elizabeth Drews Lipson, University of Michigan had stated in the late sixties in her definition for the United States Office of Education:

> "Not all gifted children are bookworms. Some may be found among the black leather jacket and hot rod set." She grouped the gifted students in four catagories:

1. "A" scholars who are conformists and know how to work for good grades.

2. Social leaders who choose to make their impact felt in the realm of people, and grow up to become executives and club women.

3. "Intellectuals" whom teachers do not always like but who are the future scientist, artists and writers.

4. Rebels, who have high IQ's but low grades.

The consise form of the handbook lends itself to a quick limited reference for a very busy legislative group who are concerned about these neglected children of our state.

Oklahomans were fortunate to have as their leader, Governor David L. Boren, a former Rhodes Scholor and now a United States Senator from Oklahoma.

It is a great pleasure to revise and submit this handbook at the request of Eric Clearing House in Reston, Virginia, for distribution.

I sincerely hope that it will be of some assistance to others who need funding for Gifted/Talented Children.

Zela Arnett
School Psychologist and
Coordinator Gifted/Talented
Programs
Guthrie Public Schools
Guthrie, Oklahoma

MEET THE NEEDS OF GIFTED-TALENTED

One of the most significant movements world-wide in education today is designed to increase educational opportunities for gifted-talented children. Human gifts are not concentrated in one region. They cut across all divisions, races, religions and economic levels.

Gifted-talented youth are a unique population differing markedly from their age peers in abilities, talents, interests and psychological maturity. They are the most versatile and complex of all human groups, and the most neglected. Their insight into existing school curriculum make them especially vulnerable because of their ability to reveal their giftedness in standardized surroundings and to seek alternative outlets. Contrary to widespread belief, these students cannot ordinarily excell without assistance. Oklahoma's great future depends on the gigantic role and leadership these children will provide now and later.

Identification of the gifted-talented in the state has been piecemeal and often times non existent. Very little identification has been carried on in depth, or with appropriate testing instruments and other types of identification. They need to be identified early in their educational life (pre-school or kindergarten), in order to provide for their needs in the gifted-talented area as well as any learning problems they may have.

Gifted-talented youth learn differently from other children, one primarily of learning rate, that makes the regular classroom instruction often inadequate for them. They are approximately two years, (more in some subject areas), beyond theirgrade placement in achievement. It is a waste of the tax dollar as well as human potential to handicap their progress.

Mirian L. Goldberg said that children with IQ's of 140 waste half their time in the classroom and those with IQ's of 160 waste all their time because they are not being challenged. This is very inefficient use of tax dollars as well as human potential. Providing for the questioning minds of the gifted/talented while they strive for excellence, is a vivid reassurance that the moral and ethical values of mankind will continue to have powerful advocates and human evolution.

These children are found in every part of the state, in the smallest rural schools to the large cities, from the low economic to the most afluent environment. The economically deprived and the educationally deprived families cannot provide the type of materials and communication these children need; therefore, it is very necessary for the school systems of this state to identify and provide programs for them. Parents have to depend upon the widsom of the legislators to provide for these children.

Dr. Paul Torrance, University of Georgia and the late Dr. Elizabeth Drews, University of Oregon have determined through research for the past fifteen years, that children from the deprived homes can be identified and develop to their full potential. The tax dollar would be much more efficiently spent to enrich their lives and help them develop into useful citizens, than providing them with welfare. Dr. Drews found in one of her research projects that at least 20 children out of each group of 2000 had IQ's of 180+ and she contends through this sampling that this is true of other areas.

Oklahoma cannot afford this waste of our valuable resource. Every school system in the state has at least one member on their staff who if given time and materials could challenge these neglected boys and girls.

Every higher education institution has expressed an interest in providing teacher training programs if the demand is sufficent to make it feasible. Funds need to be allocated directly to these institutions for implementation of planned programs to train teachers of gifted/talented, but they must bring professors to the universities who are themselves trained.

Senator Jacob K. Javits of New York, co-sponsor of the Gifted/Talented Children's Education Assistance Act (s-874) says this of the lost, neglected minority, "The odds are one in twenty that a gifted or talented child will be readily recognized and extended educational opportunity equal to his or her needs." This is wasting fantastic resources--human talent and potential. Oklahoma must meet the needs of the greatest resource of the state by funding learning programs on creative positives of all children with potential for giftedness and talents which when left undeveloped, leads children to turn inward on themselves and to become failures in some sense measured by schools, courts, or mental hospitals.

It is ironic in these days of insistence, individualized instruction and equal education opportunity for every student, that the emphasis seems to be on the below average, the educationally mentally handicapped, the economically or educationally handicapped, the physically handicapped or the students in need of remediation.

Yet students at the high end of the ability and talent curve or with potential for performance at the upper end of that curve need and should have programs to meet their personalized requirements, if we are to have a free appropriate equal education opportunity for all children. Oklahoma is now attempting to meet these needs, but funds are presently too limited for these exceptional children.

Dr. Paul Plowman has stated "Programing for the Gifted can result in improvement of the total educational program. It can help each person involved to become a more open, more productive, and more interesting human being." We are all searching for a method to improve education.

These children need and are entitled to have a learning program that helps them discover, develop and enjoy their own potentialities. Educators are increasingly accepting their responsibility to provide for the gifted children, those opportunities which are rich and challenging in all areas of knowledge, but it is extremely difficult for the average classroom teacher to meet their needs when so much emphasis has been placed on the low average and other handicapped students, both for instruction and materials and with no teacher training avalable in Oklahoma by professionals in the field of gifted/talented.

Are the gifted/talented not just as deprived? Do they not deserve qualified teachers who can design activities to meet their needs daily not just piecemeal pullout types of programs provided for a few hours each week.

Plato once observed that a society produces in abundance these talents and competencies which are prized by that society. Do we not prize the gifted/talents? We must provided instruction in creative problem solving for these students, if we have leaders to solve our problems in the future.

Student needs in the fine arts are being provided much more effectively than in the academic and leadership area. Musical aptitude is readily identified and acceleration provided by participation in special classes and groups at the local level on the secondary level. Recognition is available both state and national through all state bands, vocal and special programs.

In the athletic department, the outstanding participants are provided for by singling them out for state and national programs with no hesitation to recognize exceptionality.

Vocational programs provide the most effective leadership curriculum and appear to develop outstnading participants in all areas with no limits on promotion and recognition of ability.

Let's meet the needs of all children from pre-school through college level.

The sucess of a program for the gifted-talented depends largely on the philosophy of the school system in which it operates. If the philosophy of the system recognizes the need for differentiated educational experiences for gifted-talented students as a regular part of its comprehensive instructional plan, then the program seems to have a more secure and permanent status. Authorities in the field and individuals currently working with the gifted-talented are agreed that differentiated education is not only defensible, but that it is an essential ingredient of a comprehensive school program.

It is the best known way to assist the capable young person in more nearly reaching his maximum potential as an individual and as a substantial contributor to the solution of the increasingly complex problems of modern society.

Public Law 94-142, the handicapped law is providing federal guidelines and funds for the handicapped but the State legislature will need to address the educational programs for the gifted-talented if it is provided. They need to provide guidelines for not just educators but all Oklahomans to beat the bushes for gifted/talented or these people will be swallowed by the dependent and semidependent handicapped citizens of this state. Who will provide our state needs then. It takes 12 years of education to teach Educationally Handicapped students to read the daily newspaper, while some 4 year old gifted children can read it before entering school.

All gifted/talented 1st graders can master two to three years of academic growth if provided the proper type of gifted classroom.

Many 6th grade gifted/talented children function at the 12th grade on Standard Achievement tests.

If their level of education is not provided, they waste 4 years of the tax dollar. In this time of inflation, this is a huge unnecessary waste of both human talent and money.

These startlingly radical accelerants mainly indicate that being several years accelerated in grade placement is not the stressful expedient for brilliant youth that it is mistakenly supposed to be. Teachers of these children feel the rapid pace they can achieve is both facinating and challenging.

Parents, who are to date the best identifiers of these children are aware of their needs and are searching far and wide for available information to aid in obtaining appropriate education for them.

LEGISLATURE

GOALS	OBJECTIVE	ACTIVITIES
1. Appropriate funds for Gifted/Talented Education to provide services to those individuals who possess characteristics that are so different that they can not succeed in the present regular educational programs and therefore are not receiving an appropriate education.	1. Funds for a full time coordinator for Gifted/Talented with a minimum of a Masters Degree level and at least five years experience teaching gifted/talented education, not special education personell.	1. Coordinate identification procedure Monitor Programs Assist LEAS
2. Funds for one time identification.	2. LEA develop identification tool	2. All Gifted/Talented Children Identified
3. Full funding for LEA programs for three years.	3. Gifted/Talented children will be provided an appropriate education.	3. Program will be designed to meet the needs of the students.
4. Appoint a State Advisory Board consisting of parents, business administrators, legislators, counselors, school administrators LEA and college level teachers.	4. To advise and evaluate LEA programs.	4. Monitor programs designed to provide appropriate education.
5. Funds for higher education to provide teacher training in Gifted/Talented Education.	5. Employ people certified in Gifted/Talented Education.	5. Professionals who are knowledgeable and have worked in the field.
6. Funds for Media provided on same basis as free textbooks.	6. Media will be selected by students, teachers and parents.	6. Students involved in designing and utilizing various types of media activities.
7. Funds for a National Leadership Training Institute in Oklahoma	7. Advisory Board and Coordinator to coordinate Institute.	7. Participants will be those directly involved in Gifted/Talented Education at Adminstrative, teaching level and parents.

STATE COORDINATOR

GOALS	OBJECTIVE	ACTIVITIES
1. State Coordinator will coordinate the services of State Curriculum Specialist to assist the local teachers in program design and development for Gifted/ Talented students.	1. Specialists in their field will assist in providing programs for students.	1. Students will participate in Gifted/Talented program.
2. Coordinate inservice training.	2. Teachers will gain know how.	2. Hands on types of activities presented for teachers.
3. Coordinate Certification design for teachers.	3. Work with certification department to design current model for provisional then standard certification.	3. Provide guidelines with time element for full certification.
4. Coordinate inservice training for counselors.	4. Counselors will update training at the university level for Gifted/ Talented.	4. Counselors practice guidance techniques and be aware of careers for Gifted/Talented.
5. Coordinate Vocational Department: Services in Career Counseling.	5. Provide Seminars for parents. Student will receive counseling.	5. Parents involvement in counseling. Guidance as to career,peers, understanding self, relating to peers etc.
6. Provide Resources and File of Resource people.	6. Dissiminate resources statewide.	6. Resources are available for classroom utilization.
7. Assist LEA's in evaluation of programs and coordinates parent involvement.	7. Design model evaulation tool and assist LEA's in evaluation. Suggestions will be offered to improve LEA program.	7. Programs will be designed to meet needs of students,checklists, self -evaluation, teacher evaluatio and parent evaluation.
8. Compile a Statewide report to be available to the legislature.	8. Information from LEA's teachers, parents and students.	8. Surveys, projects and comments of involvement.

UNIVERSITIES

GOALS	OBJECTIVE	ACTIVITIES
1. Funding will provide funds for programs for teacher training in Gifted/Talented Education.	1. Teacher -Parent Training will be provided at the university level. Awareness of advanced placement of executive high school types of programs. Understanding the Gifted/Talented. Develop resources the the Gifted. Teachers will receive training in classroom of Gifted/Talented.	1. Instruction: Characteristics of Gifted/ Talented. Nuture of the Gifted/Talented. Psychology of the Gifted/ Talent Guidance of the Gifted/Talented. Coordinator for Gifted/Talented. Self-Directed Learning. Arts for Gifted/Talented. Careers for Gifted/Talented.

GOVERNOR

GOALS	OBJECTIVE	ACTIVITIES
1. Governor appoint a Governor's committee of legislators, top professional, business people, parents, students, teachers and related service persons.	1. Assess Gifted/Talented needs in Oklahoma.	1. Design a tool or method of assessing needs.
2. Coordinate a Governors Conference on Gifted/Talented Education to bring awareness out of the closet.	2. Gather and coument information on needs of Gifted/Talented children. Compile for public awareness.	2. Panel discussion and input from all concerned individuals.
3. Annual Governors School to challenge all Gifted/Talented Children.	3. School will provide for children recommended by advisory board upon referral of LFA's.	3. Activities for enrichment of educational needs as Fine Arts, Academic Leadership, Research etc. provided by outstanding people in the field and coordinated with the business world.

LOCAL EDUCATIONAL AGENCY

GOALS	OBJECTIVE	ACTIVITIES
1. All Gifted/Talented children according to the definition established by the United States Office of Gifted/Talented Education will be identified by the LEA. The definition reads: "Gifted/Talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance." Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: 1. General intellectial ability. 2. Specific academic aptitude. 3. Creative or productive thinking. 4. Leadership ability. 5. Visual and performing arts. 6. Psychomotor ability. It can be assumed that utilization of these criteria for identification of gifted/talented will encompass a minimum of three to five percent of the school population but varying according to locality.	1. Child Find project will find all Gifted/Talented children in LEA. A developmential case study will be made of all pertinent evidence of the childs general intellectual and academic ability including but not limited to a complete psychological evaluation. All information will be weighted and names changed for other identification of the child before the placement team determines the child needs extended curriculum to meet needs. Various types of identification tools will be utilized as well as parent referral.	1. Design a tool or plan of action to use at local level. Procedure guidelines involving various activities to carefully select students. Continuing selection process. Utilized products are evaluated periodically.
2. Placement of all students into programs.	2. Parents will be informed and serve on placement team for initial placement of child after being informed of childs potential.	2. Parent permission. Parent provides service as a resource person. Involvement of parent in education enlisted. Inform parents of out of school services available.

LOCAL EDUCATIONAL AGENCY cont.

GOALS	OBJECTIVE	ACTIVITIES
3. Programs designed at the LEA level for all Gifted/Talented children.	3. Personalized program will be provided for each child.	3. Activities will include those which are determined by child parent and teacher to meet the needs of the child.
4. Teachers will be selected according to guidelines designed by LEA with research provided by SEA.	4. Teachers will demonstrate ability to work with Gifted/Talented children through proper education and practice. Teachers will demonstrate high achievement level in two or more areas of instruction.	4. Characteristic checklist with educational requirements approved by LEA and SEA. Participate in teacher training for Gifted/Talented. Teaching and working successfully with Gifted/Talented.
5. Programs provided for all Gifted/Talented children will vary as: Extended learning experiences provide wide ray of learning opportunities beyond regular curriculum.	5. Children will demonstrate their level of achievement through documentation of growth or a product. Differentiated types of programs will be provided as: Cluster grouping within class. Special Classes. Part-time groups before, during or after school. Seminars Mini Courses Alternative Schools Resource Centers	5. Extended experiences. Access to expanded learning activities. Experiences that promote self-understanding. Community projects. Independent studies. Individual conferences. Group meetings. Career counseling. Education counseling.

LOCAL EDUCATIONAL AGENCY cont.

GOALS	OBJECTIVE	ACTIVITIES
6. LEA Advisory committee will provide consultative service to LEA.	6. Committee will include students, parents, teachers, administrators, personnel from related organizations and services and local business persons.	6. Discussion of needs to stimulate productive curriculum design. Establish personnel resource file of professionals available to classes as consultants. Design a community survey tool to evaluate programs.
7. Curriculum will be provided which will enable the Gifted/Talented students to satisfy intellectual and personal action and develop it into practical activities for learning.	7. Extended curriculum will be available to the child.	7. Resources Advanced placement Executive high school and college courses Community services Acceleration

Know your legislature

--Know the person who represents you (local, state and national).
--He is your official-you are his constituent. Together you are part of our way of government.

If you want him to know what your needs are, COMMUNICATE! He wants your opinion by...

-Personal and individual contact.
--Group contact, e.g. as an organization.

what the legislator wants to know

--What is the proposed legislation?
--Why is it needed (supporting data)?
--Why is it needed now?
--How would Education be affected?
--What will it cost?
--Who supports it? Opposes? Why?

when?

Best of all-while he is still a candidate, but definitely-
--Before-Legislative Sessions.
--During--Legislative Sessions.
--Between-Legislative Sessions.

how can you be effective?

--Know your legislative program and the priorities within it.
--Make a logical and definitive presentation.
--Time your contacts carefully.
--Contact your own district legislator for maximum effectiveness.
--Become aware of your legislato background, interests and voting record.
--KNOW the legislative procedure
--Be informed of the status of the legislation.
--Inform yourself of specific bill numbers.
--Get sponsors for the legislation.

who communicates?

--parents.
--Educators.
--Students.
--Assocation members.
--Citizens as groups or as individuals.

Each must--
Have full explanation of needed programs.
Be told specifically what part he should play

how?

--Letters before and during sessions if time permits.
--Telephone or telegraph anytime, but especially when timing is urgent.
--Periodic visit-a face-to-face meeting may do most to persuade your legislator!

do not

--Demand his vote.
--Threaten with promises of defeat.
--Send form letters.
--Send a deluge of letters, etc. on the same subject.

if you succeed -

--Thank every "yea" vote.
--Make special efforts to express your appreciation to bill sponsors.
--Recognize anyone especially helpful to quality education.

If you fail -

--Thank every "yea" vote.
--Thank sponsors for their efforts in behalf of Gifted-Talented.
--Analyze the "why" of your failure.
--Work out another plan.
--Try again when appropriate.

A GOOD PROGRAM

WELL PLANNED

ADEQUATELY SUPPORTED --

means success!

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OKLAHOMANS FOR
GIFTED--TALENTED

DEFINITION: "Gifted and Talented" means children, and where applicable, youth, who have been identified at the preschool, elementary, or secondary level as (1) possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, academic, or leadership ability or in the performing and visual arts; and (2) needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize these potentialities.

OKLAHOMANS FOR GIFTED-TALENTED
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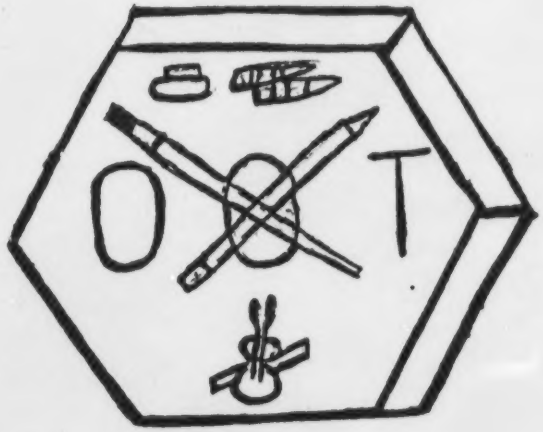
COMMUNICATE

WITH YOUR

LEGISLATOR



PROMOTE
QUALITY
EDUCATION

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